

Examples of How Psychology Faculty Use Student Evaluation Feedback to Improve Courses (2000 to Present, Abbreviated Listing)

Carl Cheney: To improve students' work in the learning lab, student evaluations suggested that I take more time to have them oriented to the newer equipment than I did formerly, because it is more computerized now. I now spend more time orienting students to the lab procedures.

Carolyn Barcus: I use the student input from evaluations to fine tune my courses each year. For instance with the Group Counseling graduate course last year, it was suggested that I spend more time demonstrating how perform as a group facilitator (before I assign them to be the group facilitator in the mock groups)

Scott Deberard Based on student feedback, I now typically create lectures that involve both didactic discussions and small group activities. I recently began providing specific lecture outlines for every lecture which are aligned carefully with the course objectives. I also require completion of six mastery-based homework assignments that involve analyzing a dataset using SPSS (Statistical Package for the Social Sciences), interpreting the output, and answering research questions based upon the output. These assignments are mastery-based assignments and I allow students to correct mistakes in order to receive full credit on these assignments. Students truly master the material.

Tamara Ferguson: We continually attend to student feedback about the quality and efficiency of the Introduction to Psychology course. This course now include much better WebCT integration, and interweaves lecture material with web examples, a web discussion group. Other constructive changes brought about by student feedback are too numerous to mention in the space allowed.

Rene Gallaher: Based on student feedback, I completely revamped my lectures and homework requirements during the first couple of years I taught Psych 2800. I also added specific DSM information to my Child Psychopathology course based on feedback from my first year. I have developed a stronger rationale in my syllabi and introductory classes for all of my course requirements in both graduate and undergraduate classes in response to apparent student confusion about why I structure my courses the way I do.

Donna Gilbertson: From student evaluations and my own observations, I recently began to more closely assess students' measurements and data-based decisions during hypothesis development and intervention design in their final consultation report. I've shared with students additional report samples and when doing a Powerpoint lecture, I now present less information on slides. I have already noted excellent generalization of school based skills

Gretchen Gimpel Based on student feedback and evaluations, I now incorporated "how to" presentations in classes (e.g., Psychology 6150 Empirically supported treatments for children). This has has proven to give students more exposure to specific treatment protocols.

Jamison Fargo Students indicated through course evaluations that they greatly disliked a textbook, so I changed it. They also wanted more in-class examples, so in each lecture I now have an example for every type of statistical analysis covered. Also, based on feedback, I put all my notes/lecture outlines on WebCT so students can follow along and take notes that are personalized to them, students have been appreciative of this change in the evaluations.

Kirsten Schroder Based on student evaluation feedback, certain deadlines for assignments were clarified in the syllabus. Also, the number of visual-aides has increased in the last two years, due to feedback, as has the structure of my examinations.

David Stein Student evaluations and feedback during class has led me to spend more time outlining what a publishable literature requires (Psychology 7270, Psychopathology); I began providing good examples of publishable reviews written by students in 2003. Also, the editorial feedback I provide students now involves both email and audio (dictated) feedback, so they get a better idea of what has to go into their required re-write of the review.

Amy Odum I have made a point of making sure there is adequate class discussion of each principle or concept covered in class and give real-life examples that students can relate to; these improvements occurred because of student responses to the faculty evaluation forms.